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ABSTRACT

This report provides guidelines for developing the centralized administration of a multi-unit community college district and describes the experiences of several community colleges as they expanded into multi-unit districts. The term "multi-unit" includes both multi-campus and multi-college districts. The former is a district which operates two or more campuses under one governing board with each campus having a separate site administrator, whereas the latter is a district which operates two or more individual comprehensive colleges. A review of the pertinent literature revealed the following: (1) as much autonomy as possible should be allocated to each campus for the purpose of planning its own educational programs; (2) the district office should be located apart from all campuses (otherwise, one campus becomes the "main" campus); (3) each chief campus administrator should have a direct line to the district's chief executive; (4) the fiscal, data processing, and personnel functions should be centralized; and (5) a multi-campus district may have different philosophical commitments or value systems from a multi-college district. Several organizational charts are appended. (DC)

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Review of Multi-unit Community College District Organization

JC 770 471

Rancho Santiago Community College District

REVIEW OF MULTI-UNIT COMMUNITY COLLEGE DISTRICT ORGANIZATION

INTRODUCTION

Most of the first community colleges that developed into multi-campus institutions did so without the benefit of clean-cut guidelines for the organization and governances of their schools. The establishment of a central college administration, structurally separate from the individual campuses, posed problems that had never been encountered before by the faculty or the administration. These pioneer institutions were forced to resolve their problems with little or no empirical experiences gained from other community colleges.

The purpose of this study is to provide guidelines for developing a multi-unit district's central organization and to report experiences of several community colleges as they expanded into multi-unit districts. No attempt is made to determine the advantages or disadvantages of different types of central organizations. The effectiveness of any college organization is directly related to the administrative philosophies of the Board of Trustees and the college administrators.

It is important to distinguish between three terms used in this paper. These terms are multi-campus, multi-college and multi-unit community college district. A multi-campus community college district is defined as a district operating two or more campuses within its' district under one governing board with each campus having a separate site administrator. A multi-college community college district is a district operating two or more individual comprehensive colleges within its' district. The term multi-unit encompasses both multi-college and multi-campus organization. It refers to either type of multi-location community college.

GUIDELINES FOR MULTI-UNIT DISTRICT ORGANIZATION

In a review of the literature[1] several points emerge as guidelines for multi-unit organization. They are:

1. As much autonomy as possible should be allocated to the campus for the purpose of planning the education program for the separate locations;
2. The district office should be located apart from all campuses. If district functions are located on one campus, that campus will become the "main" campus;
3. The chief campus administrator should have a direct line to the district's chief executive;
4. Some functions are better centralized; e.g. fiscal, data processing, personnel, etc.;
5. Although considered by many to be two points on a continum of development, the multi-campus and multi-college districts may represent different philosophical commitments or different value systems or different administrative philosophies.

Perhaps the most controversial of the guidelines mentioned above is the last one. It has been addressed in research by many authors. It also helps explain some of the differences that exist in central administration in multi-unit community college districts.

Guideline 5 also helps explain some of the phenomena uncovered in a survey conducted by Wallenbarger and Holcombe[2]. A recap of their survey shows that:

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[1] See references 1, 2, 3 and 4.

[2] Wattenbarger, James L., and Willis W. Holcombe, "Central Administration in Multi-Unit Community Colleges", Institute of Higher Education, University of Florida, Gainesville, Florida, 1975.

1. Multi-college districts had more temporary facilities and/or centers than did multi-campus districts.
2. Eleven out of twelve multi-college districts had their district offices located off-campus. Eight of the thirteen multi-campus institutions had their central administration on campus. Six of the eight multi-campus colleges expressed a desire to move their offices off-campus.
3. Multi-campus colleges, on the average, had a larger number of professional staff at their central offices than did the multi-college districts. However, multi-college districts had more students on the average, than did multi-campus districts.
4. Multi-campus colleges had a larger number of support staff (secretaries, clerks, etc.) at their central offices on the average, than did the multi-college districts.

Items 3 and 4 indicate that despite their smaller size, the central offices of multi-campus institutions are retaining more staff at the central office. This retention of personnel infers a more active role in the governance of the district.

GROWTH EXPERIENCES OF EXISTING MULTI-UNIT DISTRICTS

A report published by Prince George's Community College's Office of Institutional Research[3] in August 1971, reported the experiences of ten community college districts as they established or anticipated new campuses under the authority of the same governing board. Table 1 lists the experiences of the ten districts in the above study.

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3. "Experiences of Selected Community Colleges in Establishing a New Campus", Prince George's Community College, Largo, Maryland, Office of Institutional Research, August 1971.

The study concluded that the key variables that delineate the foreseeable impact of a new campus on the existing one are:

1. Proximity of the reference population;
2. Accessibility of each campus;
3. The plan for scheduling programs and (more importantly) courses, and,
4. The specialization intended to apply to each campus.

The study concluded that new students tend to enroll at the campus "down the road" or "around the corner", while veterans continue at the old. The general rule, the study concluded, appears to be, that if community college education is offered at a new location involving relative similar population density, the worst that can be expected by way of negative enrollment impact is a temporary plateau or slight dip in the line of trend.

Five organizational charts are displayed in Table 2. Two are from multi-campus community colleges and two are from multi-college districts. Each is presented because they show the central administrative function and are representative of their respective type of organizational pattern. The fifth diagram is included because of the uniqueness of design used in presenting the organizational structure.

In looking at the diagrams, the following questions should be considered:

1. What functions are indicated for the central administration? What functions are not carried out there?
2. What size staff would be necessary to perform these functions?
3. What comparative differences can be seen between multi-campus and multi-college?

4. What type and size of facilities would be needed to house these district offices?

In summary, this report has supported the contention that the central staff function is an important and changing force in the multi-unit community college. The management of such a staff would be a challenging task. The aim of this paper has been to help provide some information which will be useful in establishing perspective and direction for developing a multi-unit community college district.

IMPACT OF A NEW CAMPUS

Institution	Status of Added Campus	Impact Anticipated or Experienced
Community College of Baltimore	In planning stage	No immediate negative impact; eventually some relief of overcrowding.
Montgomery College	Rockville Campus established in 1964, eclipsing old campus in Takoma Park. Third campus projected in Germantown.	Notable jump in enrollments with new Rockville campus (annual percent increase was running at 5%, jumped to 33% in 1964, now back to 17% per annum. Old campus lost enrollments by about a third in 1964, now back to where it was.) Expansion in headcount anticipated with third campus, no negative impact.
Northern Virginia	Second campus in 1968, three more on drawing boards.	86% growth with new campus in '68. But more siphoning off of enrollments expected with three new campuses.
Florida Junior College at Jacksonville	Used temporary campuses 1966-70 permanent one established in 1970, second permanent one scheduled for 1971. All suburban.	Complex development plan. Key finding: a new campus draws new persons (first timers).
Miami-Dade	North Campus was first. South Campus second, at other end of county. New facility.	Students already enrolled continue on existing campus; new students enroll on new one. No decrease in enrollment experienced.
Harper	Considering second campus.	80% of all County High School graduates go on to college. Little chance that second campus will lack takers.

TABLE 1

Institution	Status of Added Campus	Impact Anticipated Or Experienced
Maricopa County Junior College District (Phoenix)	Multi-campus (Main plus 4 new ones since 1963). Tripled enrollments from 10,000 to 30,000.	Main campus had never changed in enrollments. Steady increase in percent of population served.
Long Beach	2 major campuses, 40 locations. (extension) Unitary Administration.	Advice: take pattern of Foothill or De Anza-separate functions, do not compete. Jealousy, friction otherwise. More locations needed expressed by enrollment growth (no negative impact).
Dallas	First campus (El Centro, Downtown) in 1966, to 7,000 enrollment. Two new suburban campuses in 1970. Four more on the way.	Deliberate relief of overcrowding was necessary and desirable.

TABLE 1 (Continued)

Table 2

MULTI CAMPUS A

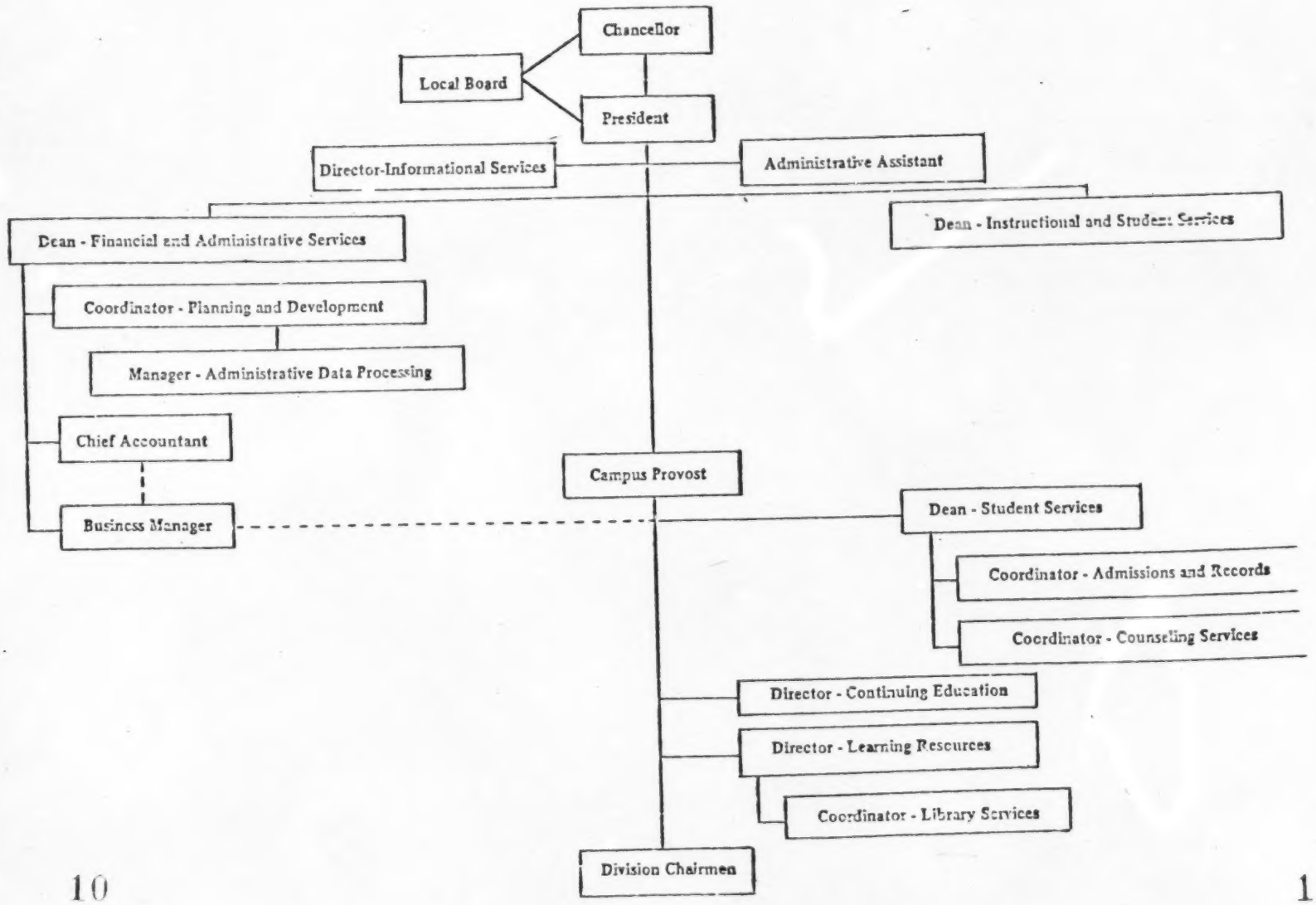


Table 2 (continued)

MULTI COLLEGE A

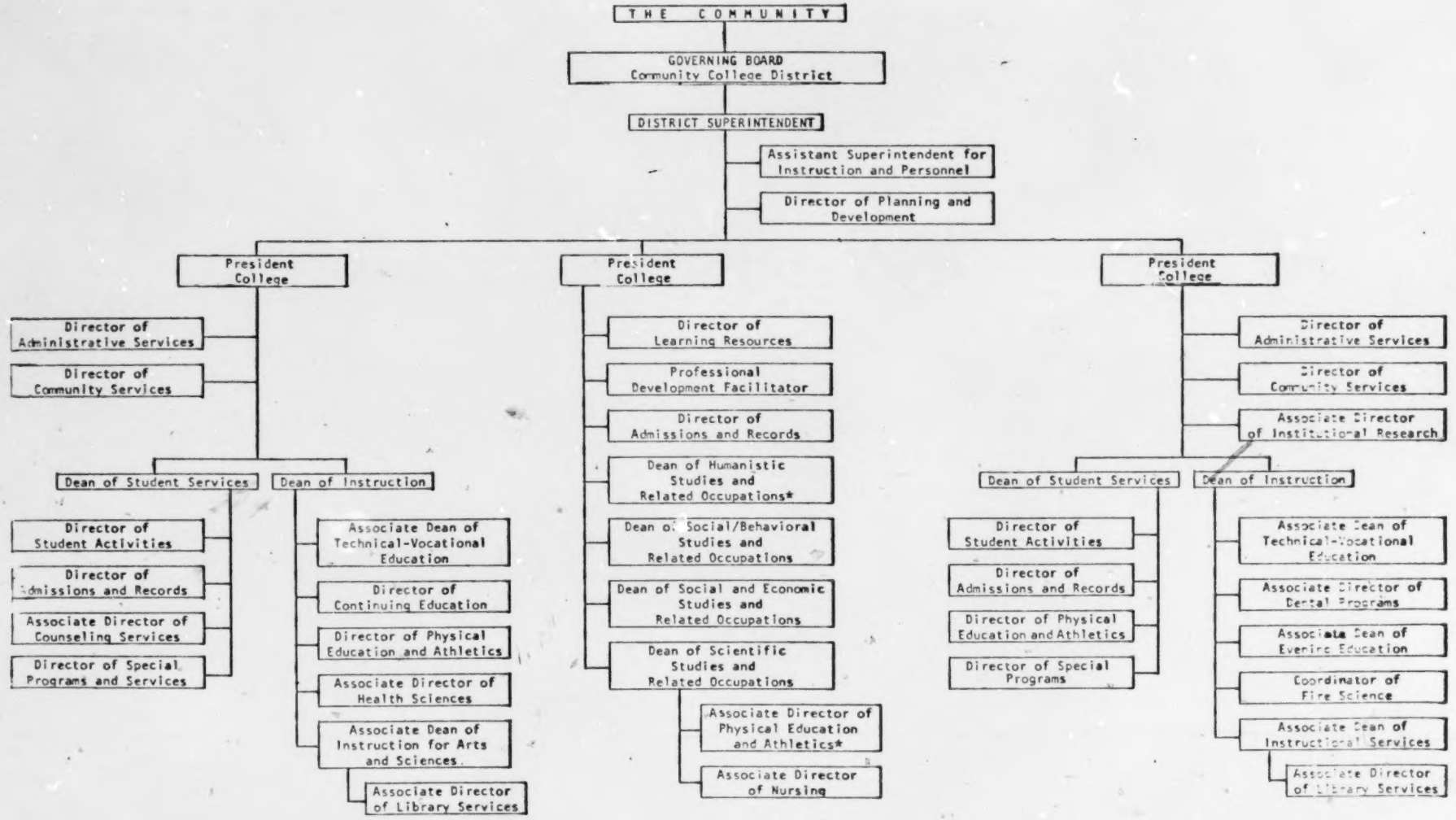
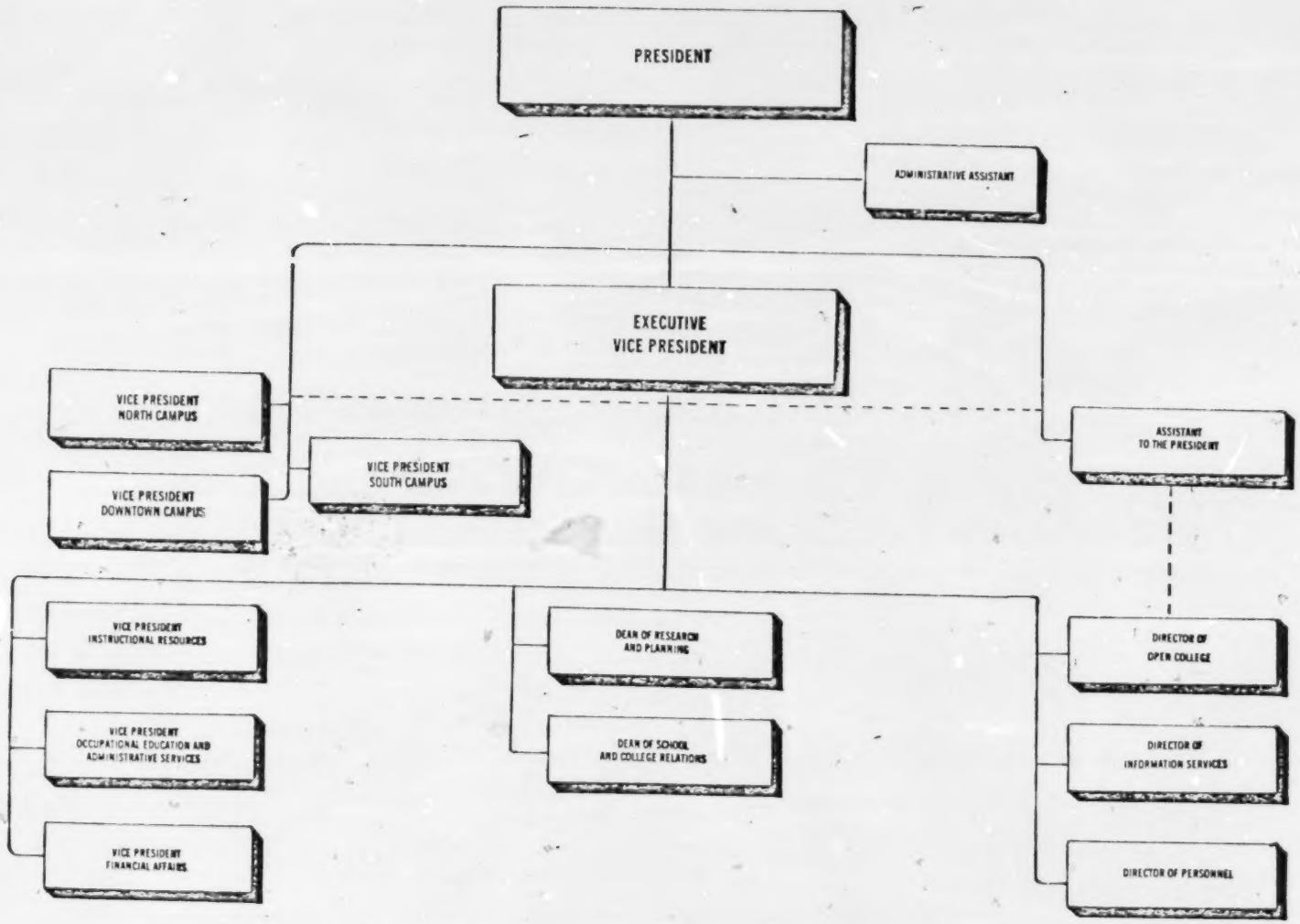

THE COMMUNITY
GOVERNING BOARD
Community College District
DISTRICT SUPERINTENDENT
Assistant Superintendent for Instruction and Personnel
Director of Planning and Development
President College
Director of Administrative Services
Director of Community Services
Dean of Student Services
Director of Student Activities
Director of Admissions and Records
Associate Director of Counseling Services
Director of Special Programs and Services
Dean of Instruction
Associate Dean of Technical-Vocational Education
Director of Continuing Education
Director of Physical Education and Athletics
Associate Director of Health Sciences
Associate Dean of Instruction for Arts and Sciences
Associate Director of Library Services
President College
Director of Learning Resources
Professional Development Facilitator
Director of Admissions and Records
Dean of Humanistic Studies and Related Occupations*
Dean of Social/Behavioral Studies and Related Occupations
Dean of Social and Economic Studies and Related Occupations
Dean of Scientific Studies and Related Occupations
Associate Director of Physical Education and Athletics*
Associate Director of Nursing
President College
Director of Administrative Services
Director of Community Services
Associate Director of Institutional Research
Dean of Student Services
Director of Student Activities
Director of Admissions and Records
Director of Physical Education and Athletics
Director of Special Programs
Dean of Instruction
Associate Dean of Technical-Vocational Education
Associate Director of Dental Programs
Associate Dean of Evening Education
Coordinator of Fire Science
Associate Dean of Instructional Services
Associate Director of Library Services

Table 2 (continued)

MULTI CAMPUS B



MULTI COLLEGE B

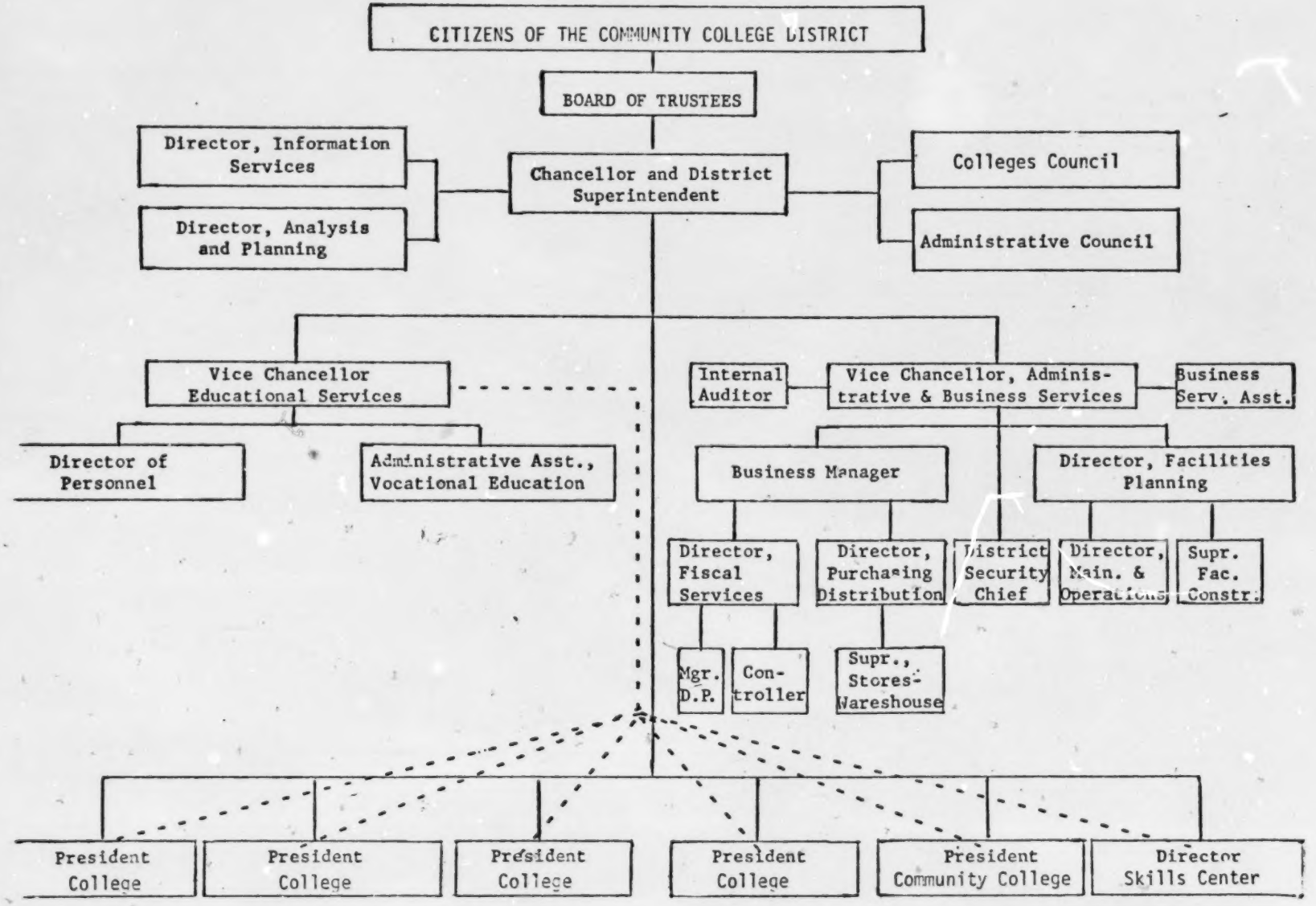


Table 2 (continued)

MULTI COLLEGE C

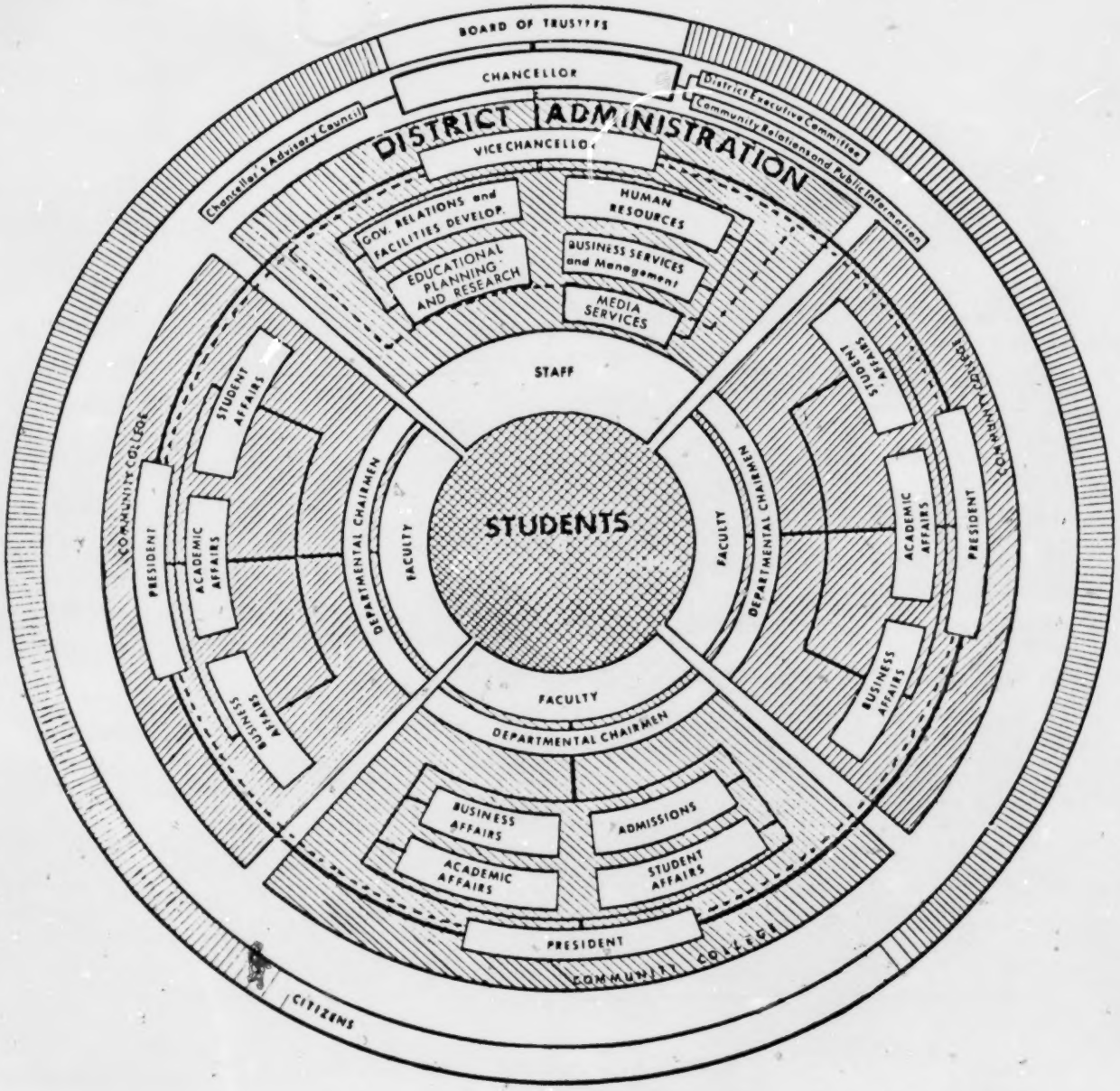


Table 2 (continued)

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